

## Bookman Road Elementary

1245 Bookman Road  
Elgin, SC 29045

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	690 Students	
<b>Principal</b>	Maree E. Price	803-699-1724
<b>Superintendent</b>	Dr. Stephen W. Hefner	803-787-1910
<b>Board Chair</b>	William Flemming, Jr., DMD	803-736-0015

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	9	1	0	0

## IMPROVEMENT RATING

**GOOD**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes
<b>2006</b>	Excellent	Good	Yes

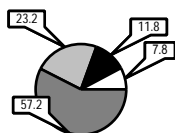
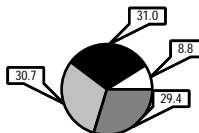
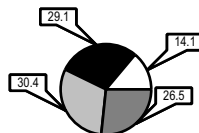
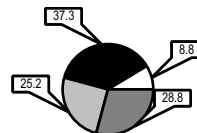
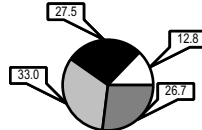
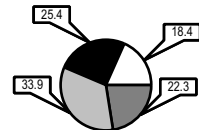
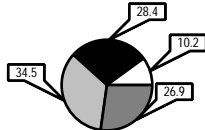
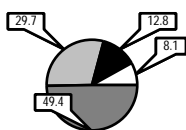
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	333	99.7	8.4	23.2	56.5	11.9	77.1	Yes	Yes
<b>Gender</b>									
Male	170	100.0	11.3	27.7	49.1	11.9	70.4	N/A	N/A
Female	163	99.4	5.3	18.5	64.2	11.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	209	100.0	5.0	17.4	61.7	15.9	85.1	Yes	Yes
African American	106	100.0	16.8	33.7	45.3	4.2	61.1	Yes	Yes
Asian/Pacific Islander	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	296	99.7	4.0	21.9	61.7	12.4	82.8	N/A	N/A
Disabled	37	100.0	41.7	33.3	16.7	8.3	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	99.7	8.4	23.2	56.5	11.9	77.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	15	93.3	0.0	40.0	60.0	0.0	70.0	I/S	I/S
Non-Limited English Proficient	318	100.0	8.7	22.7	56.3	12.3	77.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	65	100.0	18.3	33.3	45.0	3.3	60.0	Yes	Yes
Full-pay meals	268	99.6	6.0	20.8	59.2	14.0	81.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	333	100.0	9.0	31.3	29.0	30.6	75.5	Yes	Yes
<b>Gender</b>									
Male	170	100.0	12.6	28.3	27.0	32.1	71.7	N/A	N/A
Female	163	100.0	5.3	34.4	31.1	29.1	79.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	209	100.0	4.5	23.4	31.8	40.3	85.6	Yes	Yes
African American	106	100.0	20.0	47.4	20.0	12.6	53.7	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	296	100.0	4.0	31.4	31.0	33.6	81.0	N/A	N/A
Disabled	37	100.0	47.2	30.6	13.9	8.3	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	100.0	9.0	31.3	29.0	30.6	75.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	0.0	30.0	50.0	20.0	70.0	I/S	I/S
Non-Limited English Proficient	318	100.0	9.3	31.3	28.3	31.0	75.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	65	100.0	20.0	46.7	25.0	8.3	55.0	Yes	Yes
Full-pay meals	268	100.0	6.4	27.6	30.0	36.0	80.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	333	99.7	14.5	30.3	26.5	28.7	55.2
<b>Gender</b>							
Male	170	100.0	15.7	28.9	26.4	28.9	55.3
Female	163	99.4	13.2	31.8	26.5	28.5	55.0
<b>Racial/Ethnic Group</b>							
White	209	100.0	8.0	22.4	29.9	39.8	69.7
African American	106	100.0	29.5	40.0	22.1	8.4	30.5
Asian/Pacific Islander	7	85.7	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	296	99.7	9.1	32.1	27.0	31.8	58.8
Disabled	37	100.0	55.6	16.7	22.2	5.6	27.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	99.7	14.5	30.3	26.5	28.7	55.2
<b>English Proficiency</b>							
Limited English Proficient	15	93.3	10.0	80.0	10.0	0.0	10.0
Non-Limited English Proficient	318	100.0	14.7	28.7	27.0	29.7	56.7
<b>Socio-Economic Status</b>							
Subsidized meals	65	100.0	31.7	40.0	18.3	10.0	28.3
Full-pay meals	268	99.6	10.4	28.0	28.4	33.2	61.6

<b>Social Studies</b>							
All Students	333	99.7	9.4	25.5	28.4	36.8	65.2
<b>Gender</b>							
Male	170	100.0	11.9	26.4	23.3	38.4	61.6
Female	163	99.4	6.6	24.5	33.8	35.1	68.9
<b>Racial/Ethnic Group</b>							
White	209	100.0	6.0	17.4	30.8	45.8	76.6
African American	106	100.0	16.8	40.0	22.1	21.1	43.2
Asian/Pacific Islander	7	85.7	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	296	99.7	5.1	24.1	30.3	40.5	70.8
Disabled	37	100.0	41.7	36.1	13.9	8.3	22.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	99.7	9.4	25.5	28.4	36.8	65.2
<b>English Proficiency</b>							
Limited English Proficient	15	93.3	10.0	50.0	30.0	10.0	40.0
Non-Limited English Proficient	318	100.0	9.3	24.7	28.3	37.7	66.0
<b>Socio-Economic Status</b>							
Subsidized meals	65	100.0	18.3	36.7	25.0	20.0	45.0
Full-pay meals	268	99.6	7.2	22.8	29.2	40.8	70.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	100	100.0	7.5	8.6	61.3	22.6	83.9
	4	97	100.0	5.6	31.5	55.1	7.9	62.9
	5	122	100.0	12.2	49.6	37.4	0.9	38.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	100.0	6.7	15.8	55.8	21.7	77.5
	4	102	99.0	8.5	19.1	64.9	7.4	72.3
	5	106	100.0	10.4	36.5	49.0	4.2	53.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	100	100.0	8.6	38.7	33.3	19.4	52.7
	4	97	100.0	5.6	30.3	32.6	31.5	64.0
	5	122	100.0	11.3	39.1	28.7	20.9	49.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	100.0	8.3	44.2	29.2	18.3	47.5
	4	102	100.0	7.4	20.2	35.1	37.2	72.3
	5	106	100.0	11.5	26.0	22.9	39.6	62.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	100	100.0	10.8	39.8	28.0	21.5	49.5
	4	97	100.0	14.6	36.0	27.0	22.5	49.4
	5	122	100.0	26.1	31.3	20.0	22.6	42.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	100.0	14.2	35.8	28.3	21.7	50.0
	4	102	99.0	12.8	19.1	30.9	37.2	68.1
	5	106	100.0	16.7	34.4	19.8	29.2	49.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	100	100.0	4.3	16.1	35.5	44.1	79.6
	4	97	100.0	4.5	30.3	31.5	33.7	65.2
	5	122	100.0	18.3	37.4	22.6	21.7	44.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	125	100.0	8.3	21.7	35.8	34.2	70.0
	4	102	99.0	5.3	20.2	30.9	43.6	74.5
	5	106	100.0	14.6	35.4	16.7	33.3	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 690)</b>				
First graders who attended full-day kindergarten	98.1%	Up from 89.8%	97.7%	100.0%
Retention rate	0.7%	Down from 1.1%	1.6%	2.8%
Attendance rate	97.1%	Down from 97.2%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.9%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.9%	0.6%	0.0%
Eligible for gifted and talented	28.9%	Down from 33.5%	26.9%	10.4%
On academic plans	11.4%	N/AV	20.6%	33.6%
On academic probation	0.0%	N/AV	3.3%	1.0%
With disabilities other than speech	6.9%	Up from 6.1%	6.7%	7.5%
Older than usual for grade	0.1%	Up from 0.0%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 47)</b>				
Teachers with advanced degrees	61.7%	Up from 59.6%	58.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.4%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 88.5%	88.5%	87.3%
Teacher attendance rate	94.4%	Up from 93.8%	95.2%	94.9%
Average teacher salary	\$43,583	Up 3.7%	\$43,853	\$42,485
Prof. development days/teacher	12.7 days	Down from 13.9 days	12.2 days	13.3 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	6.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.6 to 1	20.0 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 88.7%	90.4%	89.7%
Dollars spent per pupil*	\$6,750	Up 3.8%	\$6,309	\$6,557
Percent of expenditures for teacher salaries*	67.7%	Up from 65.3%	67.2%	64.0%
Percent of expenditures for instruction*	70.6%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bookman Road Elementary School is a place where students are challenged to use the Lifelong Guidelines of Personal Best, Trustworthiness, Truthfulness, Active Listening, No Putdowns and eighteen LIFESKILLS. All students are taught in an atmosphere of love and respect and encouraged to learn, think, grow, and develop as unique individuals. Our focus on these key elements has helped us achieve high test scores and positive surveys that enabled us to receive a number of awards including Carolina First Palmetto's Finest and for five years the Palmetto Gold Award for outstanding achievement. We have also been recognized by the Education Oversight Committee as a school that is closing the gap between historically achieving and historically underachieving students. We have teachers who also represent us well as local, state and national presenters. During the past eight years, we have had wonderful teacher representatives as our school's Teacher of the Year, four of whom were district honor roll teachers, two who were District Teacher of the Year and one who was State Teacher of the Year. We collaborate and cooperate to make us all successful as we all continue to learn.

Our PACT scores this year show our commitment to providing quality teaching and learning in a nurturing environment to all of our students. We are pleased with the progress of our students but we know that if we are to help our students reach their maximum potential; we must carefully study the results of these tests. Our task is to analyze where our students showed the growth we would expect, analyze why the growth occurred and to make curriculum and instructional changes to make sure that our children continue to be academically challenged. Conversely, we need to see what changes need to be made when expectations are not met so that we can continue to ensure success for all of our students.

Please carefully review the data contained in this report. Bookman Road Elementary School and Richland School District Two have taken a number of steps to ensure that students are making progress in meeting standards. We are a standards driven school and we make sure that statewide standards are taught. Our attendance is high and we continue to learn best teaching practices. By working together—parent, teachers and students—we will continue to see positive results on these statewide indicators of success.

Marée Price, Principal  
Lesia Kudelka, SIC Committee Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	50	100	55
Percent satisfied with learning environment	100.0%	96.0%	96.3%
Percent satisfied with social and physical environment	100.0%	89.0%	94.4%
Percent satisfied with school-home relations	100.0%	92.0%	92.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.